

EDUC 5555: Assessment & Intervention

Class #3

Creating, Using & Analyzing
Common Assessments

Homework article discussion:

Interim Assessments:

Keys to Successful Implementation

- Write down some questions you had after reading the article.
- Share your questions with the people at your table.
- See how many of each other's questions you can address at your table.

Common Formative Assessment VS common assessment

- While we've talked before about district level Common Formative Assessments, today we will be focusing on **common assessments at the school and grade level.**

COMMON ASSESSMENTS:

A Product of Professional Learning



“If all students are expected to demonstrate the same knowledge and skills, regardless of the teacher to which they are assigned, it only makes sense that teachers must work together to assess students’ learning.”

~ Dufour, Dufour, & Eaker


Common Assessment


Common assessment is one of the most powerful, high-leverage strategies for improving student learning....and it is available to all schools.

Why is common assessment such a powerful strategy?



COMMON ASSESSMENTS

Standards/
Learning Objectives  Curriculum

Curriculum  *Essential Outcomes

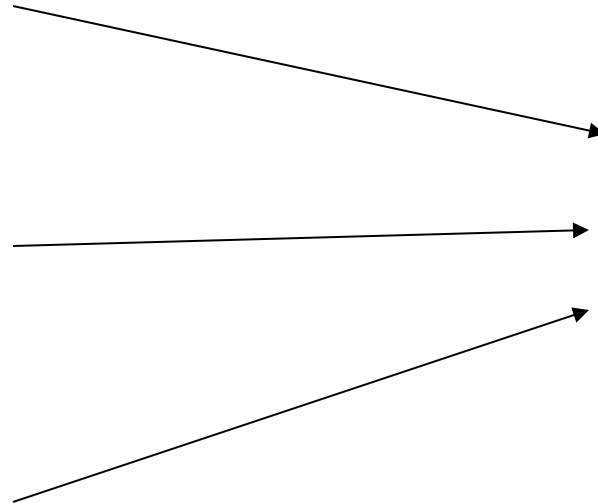
*Core knowledge each student should master

Common Assessments are Created by
Same Grade Level Teachers (Elementary)
or Same Department (Secondary)

Instructional
Strategies

Instructional
Strategies

Instructional
Strategies



GOAL:
Essential
Outcomes

PLC's or Data Teams

STUDY DATA FROM C.A.'s

- Analyze line items to identify:
 - where students' learning lagged
 - areas of shortcomings
 - areas of strengths
 - what to reteach
 - which students require additional support/enrichment/intervention
 - short-term/long-term systemic solutions



A formative assessment, like a physical examination, can provide both the “doctor” and the “patient” with timely information regarding the patient’s well-being and can help with a prescription for an ailing person or assist a healthy person to become even stronger.



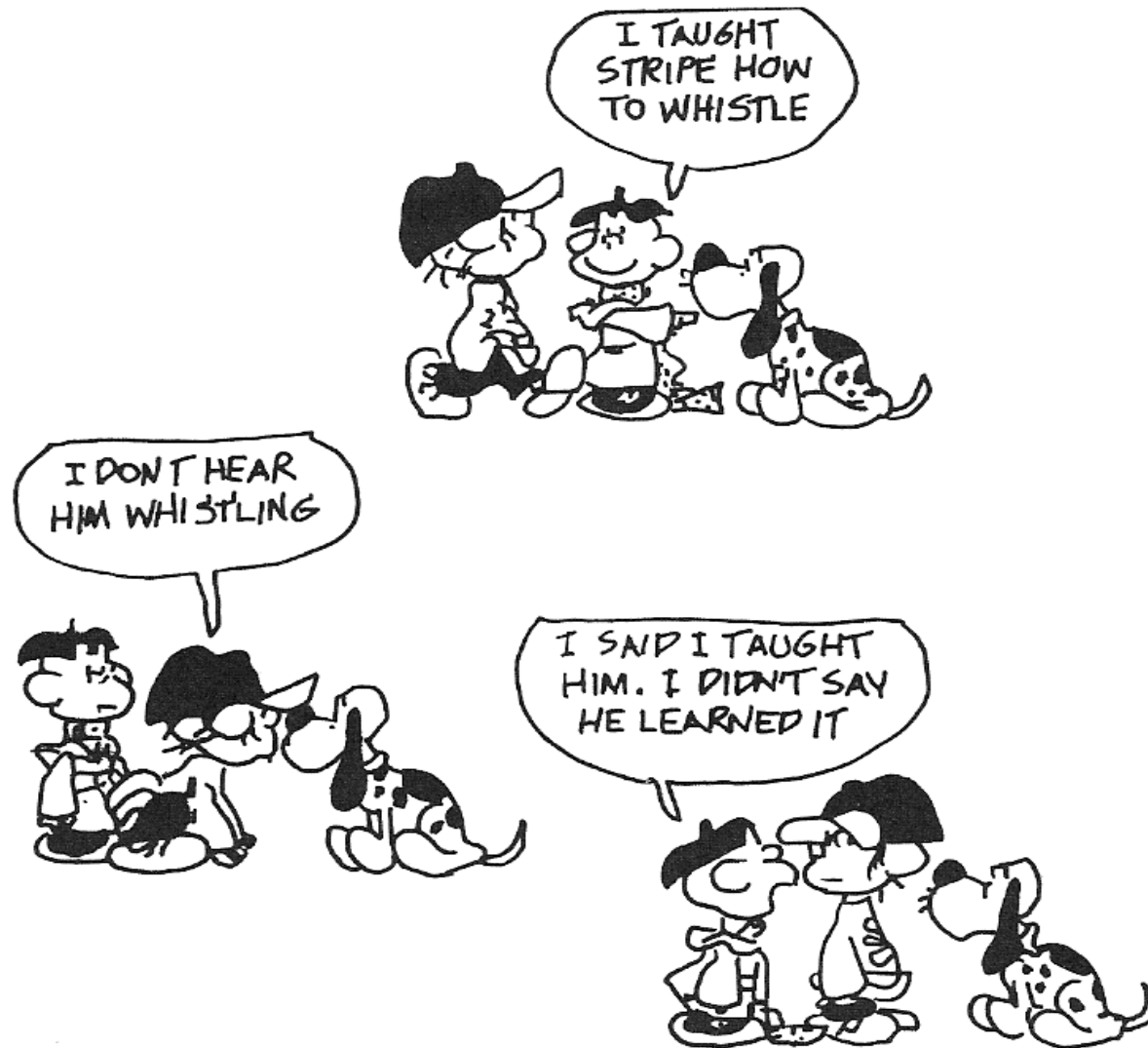
- DuFour, DuFour, Eaker, et. al

Characteristics of Quality Common Assessments

- Teacher / team generated
- All students take the same content assessment regardless of who their teacher may be.
- Item analysis occurs at the end of assessment.
- Narrative summary / analysis using the data. i.e. “What’s the next step?”

Common formative assessments represent the most effective strategies for determining whether the guaranteed curriculum is being taught.....

**and more importantly,
learned !!!!**



It is assessment which helps us distinguish between teaching and learning.

WHAT Common Assessments ARE

Common, team-developed formative assessments are such a powerful tool in school improvement that *no team of teachers should be allowed to opt out of creating them.*

- DuFour, DuFour, Eaker, et. al



WHAT Common Assessments ARE

- **Common formative assessments help identify groups of students who need additional support and time to ensure their learning.**

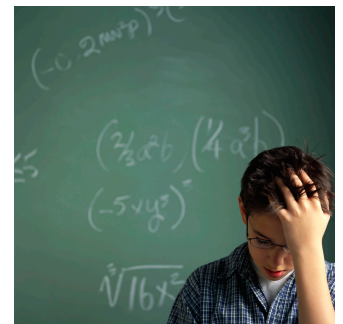
WHAT Common Assessments ARE NOT...

- Common assessments are *not* a lock-step, mechanical manner in which to teach
- Common assessments are *not* designed to evaluate teachers



Questions to Ponder

- What do we want our students to know?
(Essential Outcomes)
- How will we know they have learned it?
(Common Assessment)
- What do we do when they do not learn it? Or
already know it?
(Support/Enrichment/Intervention)



COMMON ASSESSMENTS ASSURE...

- that all students will learn a set of specific common unit objectives (a guaranteed and viable curriculum).
- that every student will learn the same content regardless of which teacher they were assigned.

How can we create common assessments to monitor and promote student learning?



Creating Common Assessments using SuccessNet

Differentiation Strategy

Group 1: “I do not have a SuccessNet account.”

Group 2: “I have a SuccessNet account, but do not have a lot of experience using it.”

Group 3: “I have a SuccessNet account, and I am fairly comfortable with using this software.”

Group 4: “I could teach a class on using SuccessNet.”

What is SuccessNet?

- SuccessNet is the web-based technology component of enVisionMATH.
- All CSD students are already uploaded into the SuccessNet system.
- Teachers can register and upload these students into their own online classrooms.

Registering an Account in SuccessNet

- Check your computer settings:

<http://it.canyonsdistrict.org/index.php/elementary/item/131>

- Register an account:

<http://it.canyonsdistrict.org/index.php/elementary/item/211>

OR

- Word doc with directions:

<http://csdelemmathsupport.wikispaces.com/SuccessNet+Support>

Navigating Through SuccessNet

- <http://it.canyonsdistrict.org/index.php/elementary/item/122>

Managing Classes in SuccessNet

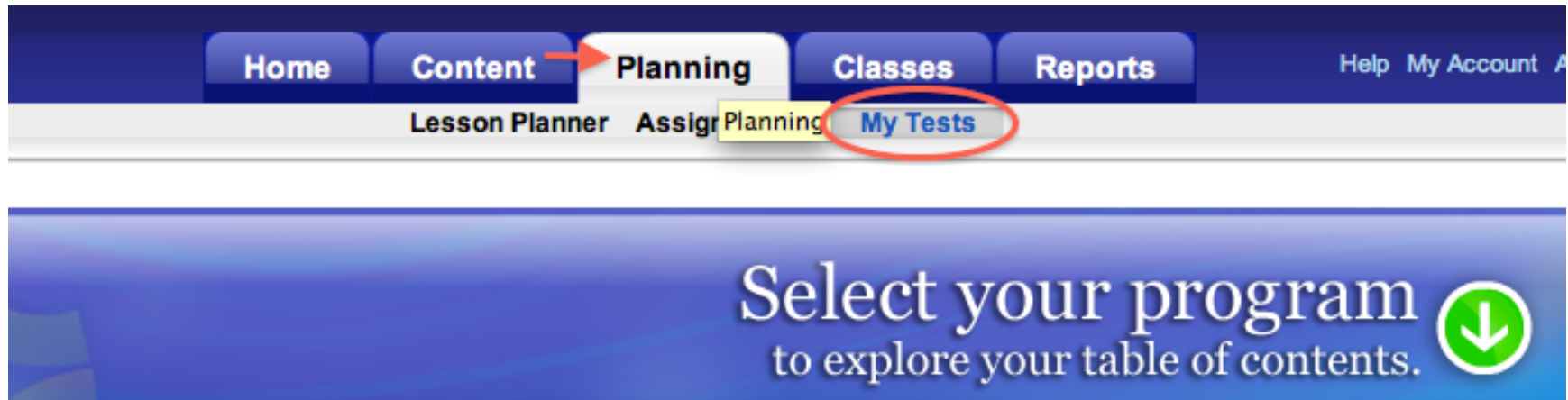
- <http://it.canyonsdistrict.org/index.php/elementary/item/123>

Viewing and Assigning a Test that is already created in SuccessNet

- <http://it.canyonsdistrict.org/index.php/elementary/item/125>

Creating and Managing Custom Tests in SuccessNet

Under “Planning”, click on “My Tests”



Click on “Build New Test”

Pearson SuccessNet™

Home Content Planning Classes Reports

About My Account Log out Help

Lesson Planner Assignments My Tests

Test List Success Tracker™

Select Test Bank
My Tests

If you would like to add a test to this bank, click Build New Test. To copy, delete, or create a "like" test, select it first. If you would like to edit or view a test, click the test name.

Build new test

Test name	Created	Test items based on	Created by

Name your test

Test Builder


Step 1


Step 2

Step 1 - Enter Test Details



Test name :*

4th Grade week 5 test

Description :

For best results, choose
“SF Math DP 2009 G_ Skills”

Find test items based on : *

Use a method for building this test :
[Learn more about testing methods](#)

Scoring options :

- ✓ National EnVision Math 2009 Standards, G1
- National EnVision Math 2009 Standards, G2
- National EnVision Math 2009 Standards, G3
- National EnVision Math 2009 Standards, G4
- National EnVision Math 2009 Standards, G5
- National EnVision Math 2009 Standards, G6
- National EnVision Math 2009 Standards, GK
- SF Investigations ST 2008 G2 Skills
- SF Math DP 2009 G1 Skills
- SF Math DP 2009 G2 Skills
- SF Math DP 2009 G3 Skills
- SF Math DP 2009 G4 Skills**
- SF Math DP 2009 G5 Skills
- SF Math DP 2009 G6 Skills

ed for tests



y scored

ave to

Choose a method for building the test

Test name :*


Description :

Find test items based on : *

Note: remediation can be automatically assigned for tests based on product skills only.

Choose a method for building this test :
[Tell me more about testing methods](#)

Scoring options :

☒ Let the system choose the questions  Time Saver!

☐ I'll choose the questions myself

☒ Use only questions that can be automatically scored

☐ Use any type of question including items I have to score myself


Select Search Options... Make sure to choose your grade level


Test Builder



Step 2 - Select Search Options

Choose search options:

 Math

 Grade 4

Go


Choose the Topic you would like the test items to come from


Test Builder

Step 1 ————— Step 2

Step 2 - Select Search Options

Choose search options:


 Math

 Grade 4

Description

- ☐ Topic 01: Numeration
- ☐ Topic 02: Adding and Subtracting Whole Numbers
- ☐ Topic 03: Multiplication Meanings and Facts
- ☒ Topic 04: Division Meanings and Facts
- ☐ Topic 05: Multiplying by 1-Digit Numbers
- ☐ Topic 06: Patterns and Expressions
- ☐ Topic 07: Multiplying by 2-Digit Numbers
- ☐ Topic 08: Dividing by 1-Digit Divisors

Choose which lessons you want the test items to come from

Test BuilderSuccess  Tracker™

Step 1

Step 2

Step 3

Step 4

Step 3 - Refine Your Search

☐ SF Math DP 2009 G4 Skills
☐ Math
☐ Grade 4
☐ Topic 04: Division Meanings and Facts

This tells you how many test items are available for that lesson.

<input type="checkbox"/> Description	Available Items
<input checked="" type="checkbox"/> Lesson 4-1: Meanings for Division	16
<input checked="" type="checkbox"/> Lesson 4-2: Relating Multiplication and Division	21
<input type="checkbox"/> Lesson 4-3: Special Quotients	18
<input type="checkbox"/> Lesson 4-4: Using Multiplication Facts to Find Division Facts	15
<input type="checkbox"/> Lesson 4-5: Problem Solving: Draw a Picture and Write an Equation	18

Number selected: 2

Choose how many test items you want.

Test BuilderSuccess Tracker™

Step 1


Step 2

Step 3

Step 4

Step 4: Select Number of Questions

☐ SF Math DP 2009 G4 Skills
☐ Math
☐ Grade 4
☐ Topic 04: Division Meanings and Facts

 Time Saver!

Fill column with number of selected items

3

Fill

Description	Available	Selected
Lesson 4-1: Meanings for Division	16	<div>3</div>
Lesson 4-2: Relating Multiplication and Division	21	<div>3</div>
		Total selected items: 6


Back

Cancel

Finish and preview

Assign or Modify test

Test Builder

Success  Tracker™

Preview 4th Grade week 5 test questions with answers.

Look at test items and determine if you want to assign the test, or if you want to modify (change) it.

[View online version](#) [View paper version \(pdf\)](#) [View summary](#)

Assign **Modify**

#	Question	Correct Response
1	<p>Sam has 45 carnations to sell for a dance. If he wants to place an equal number in each of 5 buckets, how many carnations will he put in each bucket?</p> <p><input type="radio"/> A. 6 carnations</p> <p><input type="radio"/> B. 8 carnations</p> <p><input type="radio"/> C. 9 carnations</p> <p><input type="radio"/> D. 10 carnations</p>	C
-	<p>In $45 \div 6 = 9$, what is the 9 called?</p> <p><input type="radio"/> A. divisor</p> <p><input type="radio"/> B. quotient</p>	-

Set Start and End dates

Assign Test

Class/Group: 4th Grade Class Demo

Start Date 08/27/2011 End Date 09/03/2011

4th Grade week 5 test

☒ Include enrichment ☒ Include remediation

☒ Student

☒ Einstein, Albert

☒ Fraction, Digit

☒ Nomial, Polly

☒ Theorem, Pythagorean

Make sure the Start and End dates are when you want them... students will be able to access the test as soon as the Start date begins, simply by logging into their student account.

Student logs in and Clicks on “To Do”

The screenshot displays the Pearson SuccessNet™ interface for a student. At the top right, there are links for Help, Parents, About, and Logout. Below the Pearson logo, a personalized greeting reads "Hello, Polly from Utah!". The main header features the enVisionMATH logo with a cartoon insect character. Below the logo, the text "enVisionMATH Premium G4" is visible. A red arrow points to a button labeled "To Do" which has a notepad icon, and this button is circled in red. Below this header is another identical header but for "enVisionMATH Online Premium Digital 2011 G4" with an "Explore" button. At the bottom left, there is a "My Books" section with two "Mathematics" book icons. At the bottom right, there is a "From My Teacher" section with a teacher icon and the text "No Messages".


Student clicks on assigned test

Pearson SuccessNet™



Help Parents About Logout

Home My Work Explore

To Do Done



To Do Page 1 of 1

Assignment	Due Date	Assigned By
 4th Grade week 5 test	09/03/2011	Ms. District
 CSD 4th Grade CFA October	09/03/2011	Ms. District

A red arrow points to the icon of the first assignment, "4th Grade week 5 test", which is also circled in red.

After taking the test, student gets an immediate report

Polly Nomial, District - 4th Grade Class Demo
4th Grade week 5 test

Test Report

Your score is 4 out of 6 : **67%**

You need to continue working on :

Lesson 4-1: Meanings for Division

Lesson 4-2: Relating Multiplication and Division

Question Number			
1	●		
2	✗		
3	●		
4	●		
5	✗		
6	●		


Student is automatically assigned tutorials for practice based on concepts missed or enrichment for concepts mastered.

Help Parents About Logou

Pearson SuccessNet™



Home My Work Explore

To Do Done



enVisionMATH

To Do Page 1 of 1

	Assignment	Due Date	Assigned By	
	Visual Learning Animation: Meanings of Division	09/10/2011	Success Tracker	<input type="button" value="I'm Done"/>
	Visual Learning Animation: Relating Multiplication and Division	09/10/2011	Success Tracker	<input type="button" value="I'm Done"/>

Parents can view student progress

The screenshot shows the Pearson SuccessNet website interface. At the top right, the navigation links are 'Help', 'Parents', 'About', and 'Logout'. The 'Parents' link is circled in red, with a red arrow pointing to it from the text 'Parents can log into student accounts at home to view student progress.' located below the navigation bar. Below the navigation bar, there are buttons for 'Home', 'My Work', and 'Explore'. Under 'My Work', there are 'To Do' and 'Done' buttons. The main heading is 'Welcome Parents!' with the instruction 'Click on a button to view your child's progress.' Below this is a 'Progress Reports' section. It contains two columns of progress reports. The left column is for 'Ms. District - 4th Grade Class Demo' and includes a report for 'Math ST Premium 2009 Bilingual G4' with a 'Test Progress' button circled in red, and a report for 'enVisionMATH Premium G4'. The right column is for 'enVisionMATH Online Premium Digital 2011 G4' and includes a 'Lesson Progress' button circled in red. The Pearson SuccessNet logo is in the top left, and the Success Tracker logo is in the top right of the progress reports section.

Pearson SuccessNet™

Home My Work Explore

To Do Done

Help **Parents** About Logout

Parents can log into student accounts at home to view student progress.

Welcome Parents!
Click on a button to view your child's progress.

Progress Reports Success Tracker™

Ms. District - 4th Grade Class Demo

Math ST Premium 2009 Bilingual G4




Test Progress

enVisionMATH Premium G4

enVisionMATH Online Premium Digital 2011 G4

Lesson Progress

Parent's view of student test progress

Test Progress					X
Student: Nomial, Polly Class/Group: 4th Grade Class Demo - Math ST Premium 2009 Bilingual G4 Teacher: Ms. District		Save as Spreadsheet 		Save	
		Show Activities? <input type="radio"/> Yes <input checked="" type="radio"/> No		Help	
Assignment Name	Score	Date Taken	Status	Assigned By	
 CSD 4th Grade CFA October			Not Started	Teacher	
 4th Grade week 5 test View results	67%	08/27/2011	Complete	Teacher	
Lesson 4-1: Meanings for Division Prescription	×				
Lesson 4-2: Relating Multiplication and Division Prescription	×				

By clicking on "Prescription," parents and student can see what lessons in the student book to review to increase understanding.

Grade 4 Student Book: Lesson 4-1 Meanings of Division (pp. 76-79); TE Intervention activity (p. 79B); Reteaching 4-1; Math Diagnosis and Intervention Lesson G35 Meanings for Division (pp. 147-148); Center Activities 4-1

Application Task

- With a grade level partner or small group, create a 5-7 question common assessment in SuccessNet for what you are teaching within the next week.
- Work as a group (or as partners), but each of you will want to create the assessment within your own account so that you may access it and assign it later.

NEW!

CHOCOLATEER CO.

BREAK TIME!

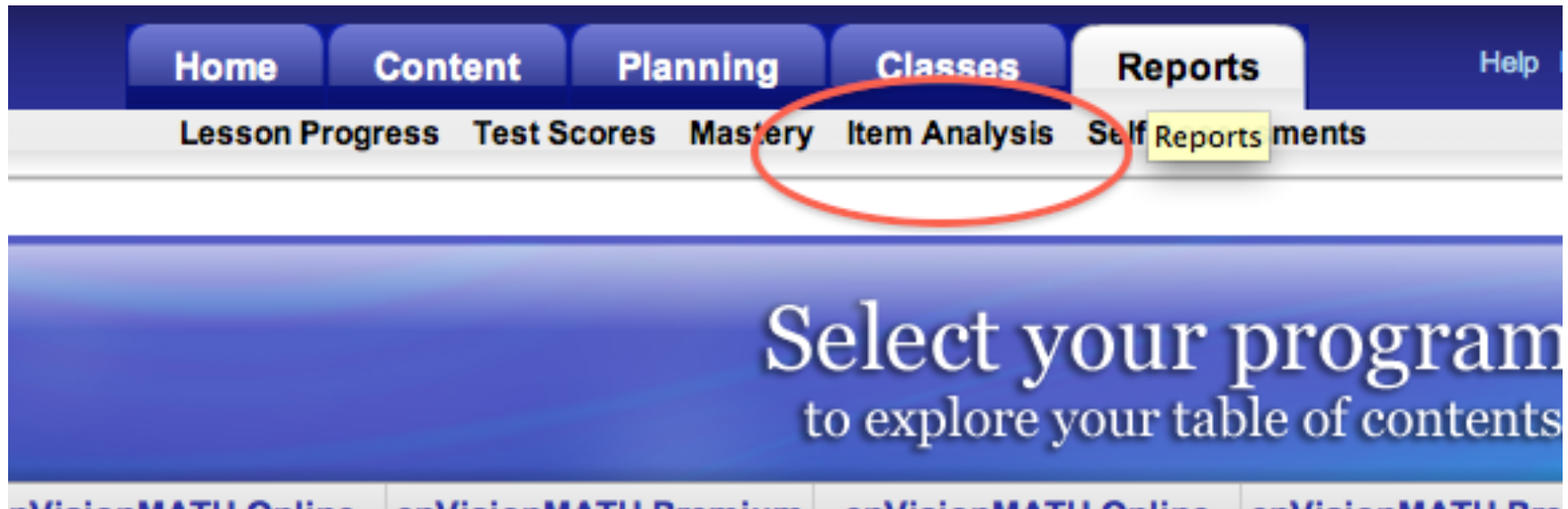
MOCHA, TOFFEE
AND RICH CHOCOLATE

NET WT.

1.55 OZ. (43 g)

**TAKE A
BREAK!**

Looking at Class Reports: Item Analysis



Item Analysis Report

Pearson SuccessNet™

Home Content Planning Classes Reports About My Account Log out Help

Lesson Progress Test Scores Mastery Item Analysis Self Assessments

Classroom Test Reports

Success Tracker™

Save as Spreadsheet

Save

Class/Group: 4th Grade Class Demo ; Math ST Premium 2009 Bilingual G4

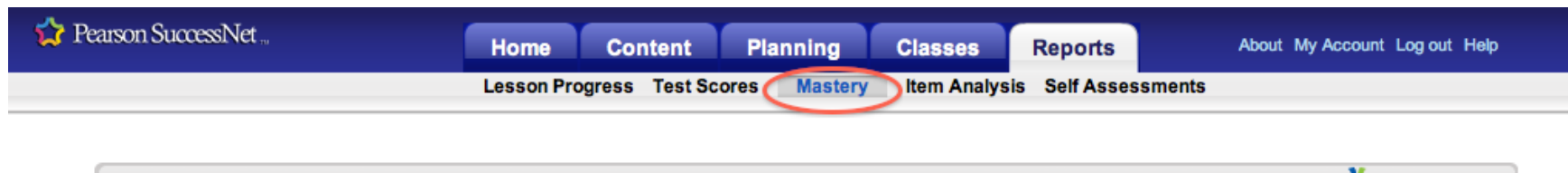
Questions:6

Test: 4th Grade week 5 test - 08/27/2011

Point Value:6


Student Name	Questions						
	1	2	3	4	5	6	
Correct Responses >>	C	B	A	C	B	D	
Einstein, Albert		C			A		
Fraction, Digit	B						
Nomial, Polly		C			A		
Theorem, Pythagorean	B						
Student Totals							
# incorrect >>	2	2	0	0	2	0	
# correct >>	2	2	4	4	2	4	
% correct >>	50	50	100	100	50	100	

Looking at Class Reports: Mastery



Mastery Report (a favorite!)

Classroom Test Reports

Success  Tracker™

Class/Group: 4th Grade Class Demo ; Math ST Premium 2009 Bilingual G4

View by: SF Math DP 2009 G4 Skills

Make sure this matches the skills you used to create the test.

Save as Spreadsheet

Save

Legend: ● Mastered ✗ Not mastered — Not assessed

Student Name	% Mastered	S1	S2	S3	S4	S5	S6	S7	S8	S9
Einstein, Albert	0%	—	—	—	—	✗	✗	—	—	—
Fraction, Digit	11%	—	—	—	—	✗	●	—	—	—
Nomial, Polly	0%	—	—	—	—	✗	✗	—	—	—
Theorem, Pythagorean	11%	—	—	—	—	✗	●	—	—	—

Mastery for this class

% of students mastered

S1 = Lesson 3-1: Meanings of Multiplication Teaching Tips

0%
0/0

S2 = Lesson 3-2: Patterns for Facts Teaching Tips

0%
0/0

S3 = Lesson 3-3: Multiplication Properties Teaching Tips

0%
0/0

S4 = Lesson 3-7: Problem Solving: Draw a Picture and Write a Number Sentence Teaching Tips

0%
0/0

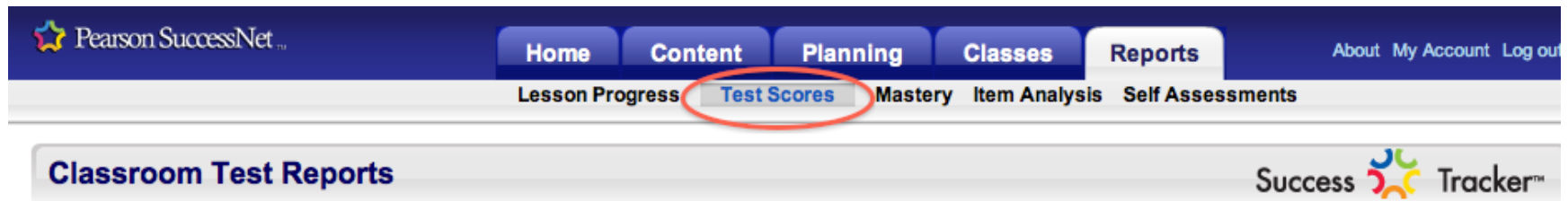
S5 = Lesson 4-1: Meanings for Division Teaching Tips

0%
0/4

S6 = Lesson 4-2: Relating Multiplication and Division Teaching Tips

50%
2/4

Looking at Class Reports: Test Scores



Test Scores

Home
Content
Planning
Classes
Reports
About
My Account
Log out

Lesson Progress
Test Scores
Mastery
Item Analysis
Self Assessments

Classroom Test Reports

Save as Spreadsheet
Save

Class/Group: 4th Grade Class Demo ; Math ST Premium 2009 Bilingual G4
m = Test with questions to be scored manually.

Proficiency Legend:
90-100%
80-89%
70-79%
60-69%
0-59%

Student Name	Average % Student Scores	Tests by date assigned (roll over date to view test name, click date to view test details)		
		08/27/2011	08/27/2011	
Einstein, Albert	67	67	-	Graph
Fraction, Digit	83	83	-	Graph
Nomial, Polly	67	67	-	Graph
Theorem, Pythagorean	83	83	-	Graph
Average % Test Scores>>		75	-	
		Graph	Graph	

Test assignments legend

08/27/2011	4th Grade week 5 test	View test with answers
08/27/2011	CSD 4th Grade CFA October	View test with answers

Data Analysis

- *Acuity Analysis: a walk-through*
 - *Acuity Analysis Materials pdf*
 - *Acuity Organized Scratch Paper pdf*
 - *Student Acuity Analysis pdf*
 - *Post Acuity Test Analysis pdf*
 - *Samples of a 4th grade test and reports*



Professional Goal-Setting & Reflection

- How might you use acuity analysis
 - with your class?
 - with your team?
 - with your school?

Research is *Conclusive...*

One of the most powerful, high-leverage strategies for improving student learning that is available to schools:
frequent, high-quality formative assessments by teachers who are working collaboratively to help students develop agreed-upon knowledge and skills.

Fullan, 2005; Hargreaves & Fink, 2006; Reeves, 2004; Schmoker, 2003; Stiggins, 2005

Clearly defined goals related to learning and assessment help teachers provide descriptive feedback to students and provides students with concrete information in how to improve. This feedback is due to in-depth analysis of the results.

The growth students experience helps build confidence as learners.

What are some possible Road Blocks to Common Assessment?

- Time? Time must not be allowed to be a factor for not engaging in effective practices.
- Challenge the “Yeah, but....”
- Ask the tough questions of yourself and your coworkers.
- Keep the focus on the students... avoid making decisions based on the comforts and conveniences of the adults in the building.
- Other potential road blocks (and “detours” to those road blocks) to Common Assessments?

Words from teachers...

“Teaching your favorite way doesn’t always work so well. Sometimes you have this wonderful lesson that you love, but they aren’t learning. You have to change.”



“Teachers need to understand that common assessments do not grade the teacher. It doesn’t mean you have failed – it means you must change.”